



# KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

## **Regional Stewardship Program Progress Report Guidelines**

### **Rationale**

House Bill 380 of the 2006 General Assembly requires an annual report be submitted to the Interim Joint Appropriations and Revenue Committee by September 1<sup>st</sup> each year. In order to aggregate and summarize reports from all six comprehensive universities, annual reports from each university will be due to the Council on June 15<sup>th</sup> each year.

### **Components of Progress Report**

There are five major components of the report: 1) progress on infrastructure plans, 2) progress on regional grant priorities, 3) progress on stewardship initiatives, 4) inventory of engagement activities, and 5) details on successful partnerships. **The first two components should be reported only until the funds are rolled into the institution's base.**

**1. Progress on infrastructure plans** – This section focuses on activities to align organizational structures, institutional practices, and reward systems to support stewardship. The annual report should address each deliverable and action item outlined in the university's infrastructure plan. These deliverables are enumerated in the Regional Stewardship Program memorandum of agreement between the Council and the university.

For each action step or deliverable, include a brief narrative update and a numeric rating to signify progress toward completion of each step or deliverable. The four-point scale used to rate each target is as follows: 0 (no progress); 1 (some progress); 2 (considerable progress); and 3 (completed). Include any supporting documentation as appropriate.

The financial section should include the following table:

Category	Budgeted	Actual
Personnel		
Operating expenses		

After satisfactory progress has been made and infrastructure funds have been rolled into each institution's base, institutions will not be required to include this section in their progress reports.

**2. Progress on regional grants** – This section deals with university efforts to build intellectual capacity to help address regional priority issues. This section should focus on the activities undertaken by university faculty and staff to address issues and should include both output and outcome measures.<sup>1</sup> The annual report should address each action item and deliverable outlined in the regional grant proposal. This section should follow the same format as outlined for infrastructure plans.

After satisfactory progress has been made and regional grant funds have been rolled into each institution's base, institutions will not be required to include this section in their progress reports.

**3. Progress on stewardship initiatives (if applicable)**– If institutions have been awarded competitive stewardship initiative funds, the report should provide an update on the activities outlined in the stewardship initiative proposal. In addition, the section should elaborate on outputs, outcomes, impacts,<sup>2</sup> and key indicators that are outlined in the evaluation plan of the proposal.

The budget section should contain information on budgeted and actual expenditures in the following categories:

Category	Budgeted	Actual
Personnel costs		
Operating expenses		
Grants, loan, or benefits		
Debt service		
Capital outlay		

**4. Key indicators of engagement** – The purpose of this section is to obtain data on the types of the various types of engagement activities occurring across the triad of teaching, research, and service. The data can be used to track changes in the quantity and types of engagement activities across years. Institutions will be provided with an Excel template. Data should be entered into this spreadsheet and e-mailed to the Council. **These data also fulfill the requirements of the Council's key indicators of progress for 2005-2010.**

Data should be provided on the following:

1. Boards, committees, or commissions.<sup>3</sup>
  - Number of boards, committees, or commissions on which faculty<sup>4</sup> and staff<sup>5</sup> serve
  - Number of faculty and staff serving on boards, committees, or commissions
  - Number of board, committee, or commission memberships (both faculty and staff) by strategic area<sup>6</sup>
2. Publications and presentations related to public engagement.
  - Number of engagement-related publications
  - Number of publications and presentations by strategic area
3. Service learning courses.
  - Number of service learning courses offered in academic year
  - Enrollment in service learning courses in academic year

- Estimated number of hours students collectively contributed to partner agencies/organizations

4. Engagement partnerships.<sup>7</sup>

- Number of partnerships
- Number of faculty and staff involved in partnerships
- Number of students involved in partnerships
- Number of partnerships by strategic area
- Number of partnerships by sector<sup>8</sup>
- Number of partnerships by county
- Number of partnerships by type of engagement<sup>9</sup>
- Number and description of partnerships funded by the Regional Stewardship Program
- Revenue for the university as a result of partnerships
- Revenue for partners generated from partnerships

**5. Descriptions of successful partnerships** – In order to provide the General Assembly and the public with detailed examples of how university-regional partnerships are impacting the quality of life in Kentucky, universities will highlight two or three successful partnerships. These can be partnerships funded by regional grant funds, stewardship initiative funds, or other funds. If the partnership is not funded through the Regional Stewardship Program, please describe how regional stewardship funds helped accelerate other engagement efforts, if applicable.

Descriptions should include the purpose of the partnership, details on how the partnership was formed, major activities undertaken through the partnership, and information on the outputs, outcomes, and impacts of these activities. Please provide supporting documentation from partners and regional beneficiaries explaining the impact of these partnerships. Universities are encouraged to highlight successful partnerships funded by the Regional Stewardship Program but may choose to highlight engagement activities that are not directly related to the program.

## Endnotes

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1. Outputs are direct results of program activities, such as size and/or scope of the services and/or products delivered or produced by the program (e.g., new reports, pamphlets, articles, Web sites, software, courses, technical assistance workshops). Outcomes are specific changes in individual-level attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities (e.g., changes in public policy, organizational changes, environmental improvement, changes to scholarly practice, new areas of research or inquiry, new pedagogical approaches).
2. Impacts are organizational, community, and/or system-level changes resulting from program activities.
3. For the purposes of the Regional Stewardship Program and the CPE engagement key indicators, this does not encompass volunteer activities outside the domain of an individual's professional expertise nor does it include service to academic disciplines or to the university.
4. Measure includes both part-time and full-time faculty.
5. Please include institution's definition of staff for which engagement data are collected.
6. Strategic Areas include the following:
  - Agriculture – activities related to cultivating soil, producing crops, and raising livestock and to ensuring the safety of the food supply.
  - Arts, culture, and recreation – activities related to making the visual and performing arts, cultural events, and recreational opportunities available to the general public or other targeted audiences.
  - Birth through preschool – activities involving children from birth up through preschool and/or their parents.
  - Economic development – activities that support regional economic expansion, build bridges between business and university communities, and provide education and training to support economic competitiveness.
  - Environment – activities that focus on natural and physical surroundings affecting the development and survival of living organisms and the nonliving environment. This includes efforts to understand and assess the effects of natural and human activity on the environment, efforts to educate the public and special populations about the environment, and efforts to improve the environment's quality.
  - Health care – activities that relate to maintaining, monitoring, improving, and restoring mental and/or physical health. This category also includes activities aimed at preventing mental and physical illnesses, increasing access to health care services, and improving the quality of care. These activities may target individuals, communities, specific populations, and organizations (such as school-based health centers or workplace wellness programs).
  - K-12 – activities that enhance Kindergarten through 12th grade (K-12) education through in-service programs for teachers; build partnerships between the university and K-12 schools; support summer enrichment programs for youth; supplement classroom pedagogy through faculty/staff presentations to K-12 classes and participation in academic fairs and competitions; and build in the minds of elementary and middle school students a commitment to attend postsecondary education.
  - Public safety – activities related to the prevention and protection of the general public from natural disaster, accidents, crime, and terrorism.
  - Science and technology – activities that generate, disseminate, or apply knowledge about the natural world.
  - Social services – activities that target disadvantaged, special needs, and at-risk populations with the aim of improving overall quality of life, securing basic necessities, offering social support, and providing meaningful opportunities to become self-sufficient and productive citizens.
7. Note that this does not include outreach activities. Outreach is one-way, with the university being the provider either on a gratis basis or with an associated charge. It is distinct from engagement activities that are characterized by partnerships involving mutual definition of a regional need/opportunity, planning to address the

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need/opportunity, and accountability. Engagement typically involves resources from all partners and is tied to outcomes and metrics for measuring those outcomes.

8. Sectors refer to the following:

- Government – any federal, state, or local governmental unit or elected official.
- Nonprofits – nongovernmental agencies in a wide variety of fields, including education, human services, and community development, which serve social and economic purposes.
- Business and Industry – for-profit organizations that are not owned by the government.

9. Types of engagement activities include:

- Outreach Instruction to Children/P-12 Students includes instructional sessions that are specially designed for P-12 audiences with the goal of supplementing and supporting classroom curriculum or extending learning opportunities when school is out of session.
- Outreach Instruction to Teachers includes instructional sessions that are specifically designed for P-12 teachers including in service programs for teachers, professional activities/initiatives, and summer enrichment opportunities.
- Outreach Instruction to Community-Based Organizations includes off-campus and online credit and noncredit instructional sessions that specially designed for, or marketed to, a population associated with an agency or some other community-based organization. With the exception of work-site based college-credit bearing courses, participants are not typically seeking college credit. The instruction is designed to address learning needs as specified by organization requesting or inviting it.
- Research/Technical Assistance/Disciplinary Expertise includes applied research, capacity-building, evaluation studies, policy analysis, technical assistance, and technology transfer. Such activities are considered outreach when they are conducted in collaboration or partnership with schools, health organizations, nonprofit organizations, businesses, industries, government agencies, and other external constituents. This category is meant to contain those projects in which faculty use their expertise to interact with external groups on a continuous basis in a reciprocal relationship in which the faculty member is both learning and teaching.
- Clinical Service activities encompass treatment, observation, care, counsel and other direct professional involvements with clients or patients. The services may be performed in connection with clinical-related instruction.
- General Public Events or Information Sessions are intellectual, creative, and faculty/staff designed resources made accessible to the public through managed learning environments (museums, libraries, gardens, galleries), virtual environments \*(web sites, public broadcasting), educational materials and products, and short-term learning events (such as expositions, exhibits, demonstrations, and fairs). Activities in this category are mostly learner-directed in that learners decide when and how long to visit/participate.
- Targeted Audience Events or Information Sessions faculty/staff-designed intellectual and creative resources made accessible to targeted segments of the population through managed learning environments (museums, libraries, gardens, galleries), virtual environments (web sites, public broadcasting), educational materials and products, and short-term learning events (such as expositions, exhibits, demonstrations, presentations, and fairs). Events and information sessions that fall into this category address to the interests of people who belong to a specific agency, business, or other community organization.